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AUTHOR Dubois, Paul E.
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ABSTRACT

A description is given of a masters degree program in physical education designed to meet the needs of the fulltime, professionally employed physical education teacher. The program is a totally integrated "package" which provides skills and competencies that can be directly and consistently applied to the inservice teacher's work setting. The program focuses on the development, implementation, and evaluation of a practical project and the writing of a thesis about that project. A student centered approach is used that: (1) directly and efficiently responds to the student's professional growth needs; (2) emphasizes the process of acquiring and applying knowledge; and (3) places the responsibility for learning on the student. Learning is achieved through a variety of techniques, including lectures, workshop activities, tutorial sessions with an instructor/advisor, and independent study. This program description includes an overview of the masters degree curriculum, workshop sequences, student competency assessment, thesis proposal, student performance contracts, student evaluation, and thesis requirements. (JD)

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ED206578

AN INNOVATIVE TRACK IN BRIDGEWATER STATE COLLEGE'S MASTER OF SCIENCE IN PHYSICAL EDUCATION

A Proposal

Submitted by
Paul E. Dubois

Department of Health, Physical Education and Recreation

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PURPOSE

The purpose of this paper is to describe the nature and operation of a proposed innovative Master's degree program in Physical Education at Bridgewater State College (BSC).

The program has been systematically designed to meet the needs of the fulltime, professionally employed physical educator. This category of student represents the vast majority of those who seek the Master's degree in Physical Education at Bridgewater State College.

The proposed program is designed to be a totally integrated "package" which provides skills and competencies that can be directly and consistently applied to the students's work setting. Learning is achieved through a variety of techniques, including lectures, workshop activities, tutorial sessions with an instructor/advisor, and independent study. However, the key learning component consists of a substantial work related project that is conceived, developed, implemented and evaluated by the student with the guidance of the program's instructional staff. This project is the core around which all instruction and learning revolve.

RATIONALE

The value of this program is based upon three considerations. First and foremost, the program is explicitly designed to be compatible with the needs and learning styles of the adult learner.

"Traditional" graduate degree programs, at Bridgewater State College and elsewhere, provide "higher order" knowledge than undergraduate programs. However, in most other respects, and as evidenced particularly by their delivery of this knowledge and by the overall structure of their programs, graduate programs are

virtually indistinguishable from undergraduate ones. A consequent assumption is that adult learners must be mirror images of eighteen to twenty two year old "adults-in-training." Contrary to this assumption, research (Penland, 1977; Knowles, 1978) has demonstrated that the adult learner is truly a different "species" than the typical undergraduate student. Specifically, research has demonstrated that the adult learner has the need and capacity:

- To be self directed.
- To identify one's own readiness to learn, both in terms of initiating the learning process and in terms of self pacing the learning experience.
- To make use of one's own experience. One's experience can serve as a "personal resource" and as a base to relate to new learning.
- To make use of a variety of community resources.
- To organize learning around life problems, i.e., problems that are "project" oriented and interdisciplinary in nature.

Given the above qualities, it is reasonable to assert that the traditional "pedagogical" model of learning may not be the most appropriate model for the majority of our graduate students in physical education. The pedagogical model is curriculum and instructor centered. It emphasizes the lecture method, a method that encourages the learner to maintain his dependence on the teacher. Furthermore, this method is preferred by only one fourth of adults who say they would like to learn (Cross et al., 1975). Finally, it sometimes emphasizes institutional administrative convenience at the expense of meeting students' needs.

The proposed program provides an alternative to the pedagogical model of learning and at the same time attempts to develop admininstrative and operational procedures that are compatible with its overriding philosophy. This philosophy stresses a student centered approach to learning that (1) directly and efficiently responds to the student's professional growth needs, (2) emphasizes the process of acquiring and application of knowledge, and (3) places the responsibility for learning squarely on the student.

To reiterate then, one factor contributing to the proposed programs's value is its "adult learner" approach: it is designed explicitly with the professional physical education practitioner in mind. A second, and related, factor is the contribution of the program to the educational mission of the student's work place. Thus, not only does the student grow professionally and receive a graduate degree, but because the student's degree program revolves around a practical work related project, the student's school or agency benefits as well. The failure of existing state college programs to provide such benefits was pointed out in a recent Massachusetts Department of Education report (Massachusetts Department of Education, 1977): "The most frequently cited reasons for (the) dissatisfaction (with all types of "inservicing" programs) were the irrelevance of many . . . programs to do the job at hand and the inadequacy of even relevant programs in meeting the needs of schools and school systems." (P. 1)

The Division of Professional Education at Bridgewater State College is already making inroads concerning this problem through

the development of many focused learning projects in collaboration with local school district needs. The proposed degree program will provide the Division with yet another option for meeting the ongoing educational needs of school districts in southeastern Massachusetts.

A third factor highlighting the justification for this degree program concerns the expected demographic change in the 18-22 year old student population over the next two decades. "The Census Bureau estimates that the number of 18 year olds in the United States population will decline from 4.2 million in 1980 to 3.4 million in 1990," a decline of almost twenty percent. Even by the year 2000, there will still be 300,000 fewer 18 year olds than there are today (Magarrell, 1978). Despite these sobering figures, higher education need not despair, for a second, very positive trend in education is emerging. This trend involves an increased awareness of the need for lifelong learning, of the need to constantly upgrade one's professional skills. The vitality of the Health, Physical Education and Recreation Department (and others) at Bridgewater State College may well depend upon its ability to aggressively respond to these rapidly shifting sands in "higher" education. I believe that the proposed degree program represents a step in this direction, because as an attractive alternative to our current degree program, it will increase our overall graduate program population. Furthermore, it can serve as a model for other types of learning packages (such as certificate programs for coaches and fitness instructors), and it may also encourage more frequent inservice arrangements between the Health, Physical Education and Recreation Department and agencies, businesses, and public and private school systems.

AN OVERVIEW OF THE PROGRAM

Assumptions

The proposed program is built upon the six assumptions listed below.

1. The adult learner is interested in his/her professional growth. That is, he/she does not pursue learning only for the "credentials" and social mobility it can provide, but also because it will improve his/her on-the-job competence.
2. The most meaningful learning occurs where there is close articulation between the theoretical and the real.
3. The student/professional should be provided the kind of learning program that makes a substantial contribution to the educational mission of the district/agency for which he/she works.
4. Because of their training, experience and manifold commitments outside of the degree program, the student/professional requires different instructional systems than do undergraduates.
5. Because he/she is a working professional, the graduate student is a resource that should be tapped by his/her fellow professionals.
6. A key outcome of any program of learning is to produce an autonomous learner.

The last assumption merits further discussion. No one would argue the notion that professional renewal is an imperative for all of us in physical education. Our rapidly changing field, coupled with a knowledge explosion that shows no hint of decelerating, demands that the physical educator constantly upgrade his/her skills. The alternative is to become "obsolete" in the profession

in a very short time. Professional obsolescence can be avoided only by a process of lifelong learning, and the latter can occur only when the individual learns how to learn, i.e., when he/she becomes an autonomous learner.

Program Description

As previously indicated, the focus of this program is on a substantial work related project that is conceived, developed, implemented and evaluated by the student with the guidance of the program's instructional staff. The project is the core around which all instruction and learning revolve.

There are three criteria that must be met before a project topic can be accepted for one's Master's program. First, it must be a topic that is both intrinsically interesting to the student and one that he/she is satisfied will provide a real opportunity for professional growth. Second, it must contribute to the educational mission of the student's school/agency. Third, the project must be substantial enough to permit indepth pursuit and application of knowledges appropriate to the attainment of a Master's level competence in physical education.

An activity that parallels the doing of the project is the writing of a standard four chapter[1] thesis. The thesis, which is derived from the student's project, supports several program purposes. First, the scholarly nature of a thesis serves as a counterbalance to the action based format of the project. Second, it helps to insure a linkage between theoretical and conceptual knowledge and the practical needs of the "real world." Third, it aids in assessing the competency of the student. Whereas the project demonstrates a practical ability to plan, implement and

evaluate, the thesis demonstrates the student's ability to • (1) produce a literate research document, and (2) provide evidence of a grasp of a Master's level knowledge base undergirding one's particular project.

Figure 1 provides a schematic diagram of the relationship between the program's curricular, instructional and core elements. Note that the base of the triangle consists of curricular areas that are quite traditional in content. This learning model thus recognizes the worth of the type of knowledge that might be included in a typical Master's degree program. However, it differs substantially from other programs in the delivery of this knowledge. The two sides of the triangle demonstrate the non-traditional methods used to deliver knowledge - via the project and thesis - to the student.

The student's initial encounter with the learning opportunities provided by the program is through a series of weekly workshops. A typical workshop begins with a mini lecture on a topic related to one of the curricular areas identified in the base of the triangle. At the conclusion of the mini lecture, the students typically become involved in "hands on" experiences or small group discussions that relate to the topic presented. Such activities (e.g., developing project related evaluation questions; assessing a peer's initial draft of an evaluation instrument) foster interaction between the students and give credence to the notion that the instructor is not the only valuable resource in the room. As needed, portions of workshops can also be used for small group or individual advising.

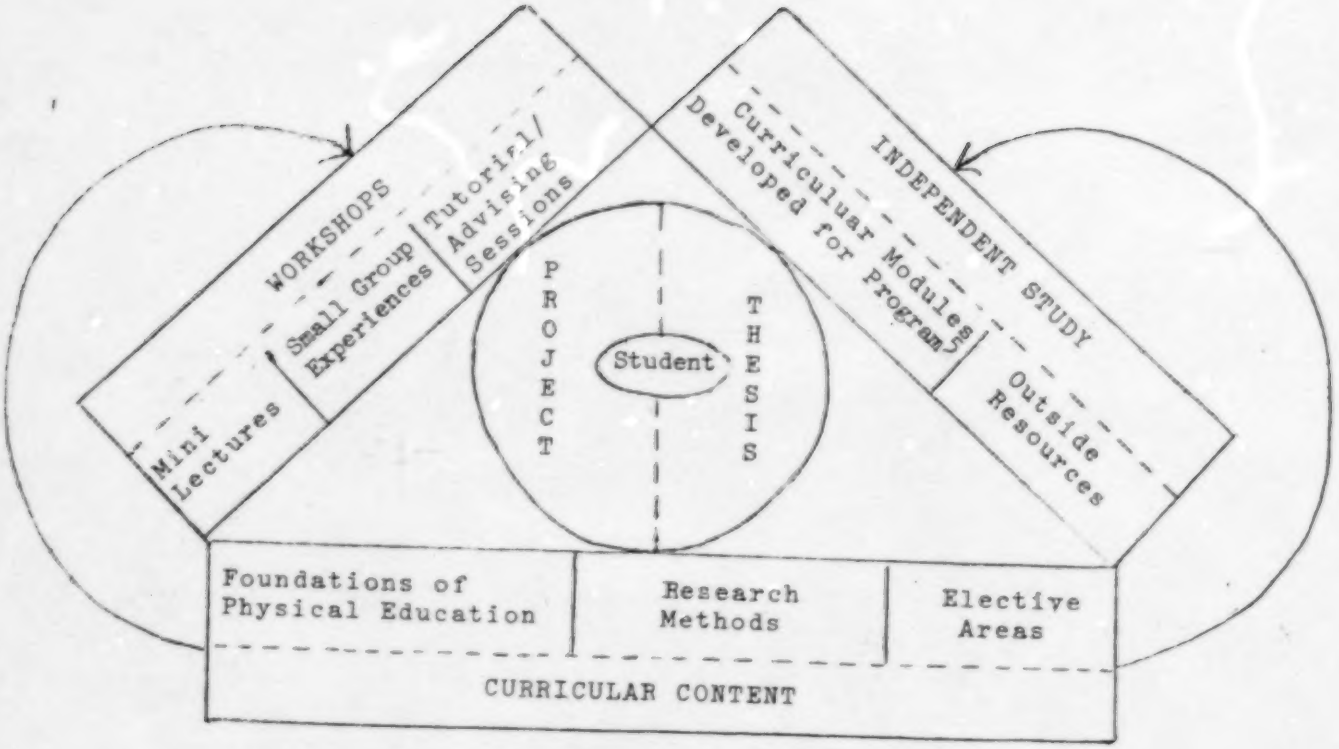

Fig. 1

A Partial Model of the Program: Curricular Content and Delivery System

Once the student is introduced via the workshops to the various curricular knowledge areas, he/she expands upon that base through independent study. The inclusion of an independent study component into the model fosters a student that will be resourceful and will learn to become responsible for his/her own learning.

There are two broad components to this Master's degree program that give it a distinctly humanistic flavor. The first of these components is relevance. Already discussed was the relevance of the program's focus - the project - to the individual learner and his/her school or agency. Also mentioned was the program's instructional delivery system, a system which is relevant because it is designed to be consistent with adult learning theory.

The program's relevance is further enhanced by the creation of the role of program instructor/advisor. An instructor/advisor is assigned to a group of 8-12 Master's degree candidates and serves as the primary instructional contact person throughout the student's tenure in the program. The instructor/advisor's responsibilities are just what the name implies: he/she assists his/her cluster of students in acquiring the program's basic curricula content[2] as well as serving as an advisor in the broadest sense of the word. Because of his/her close contact with a small group of students, the instructor/advisor can sequence and redesign the curriculum to meet the needs of his/her group. For example, if a group is having problems or is moving slowly as concerns the development of evaluation instruments for their projects, the instructor/advisor can schedule additional workshops on this topic, or he/she can elect to schedule a week or two of

individual advising sessions and postpone upcoming workshop topics to a more appropriate date. In brief, then, although the instructor/advisor is presented with basic curricular materials and a suggested presentation sequence, the ultimate design, pacing and sequence of the curriculum is based on the needs of his/her particular learning cluster.

The second humanistic component of the program is its personalized features. One example of program personalization is the self pacing it permits. All students enter the program at the same time, but each student completes the program as a consequence of his/her own unique time line. Factors which determine when any given student will complete his/her degree requirements include the nature of the project, the student's particular learning pace (i.e., the rate at which he/she can attain the requisite competencies) and the impingement of life's other priorities on his/her degree completion schedule.

The presence of the prepackaged curricular modules permit highly motivated students to move ahead of other students in his/her learning cluster. Consideration is also given the student who, for whatever reason, cannot keep pace with the group. For example, since the formal instructional components (i.e., the weekly workshops and advising sessions) terminate at the end of about one calendar year, what happens to the student who has not completed his/her project or thesis by that time? In such cases, the student will pay a continuing registration fee and will continue to work independently and on a tutorial basis with his/her advisor.

Another example of program personalization concerns the scheduling of the weekly workshops. There is, of course, nothing innovative about Master's degree candidates meeting once a week for a structured learning session. What is innovative, however, is the fact that the workshops are scheduled at a time and place most convenient to the students. For physical educators, this usually means that the workshops be scheduled in the evening or Saturday morning (so as not to conflict with coaching) and near or in the community where the students live. There is no need for the usual time-and-place scheduling constraints when learning is conducted in a local school building whose rooms remain virtually empty from 4:00 pm until 7:30 am the next morning.

Student Assessment

Because this program revolves around the development, implementation and evaluation of a practical project and the writing of a thesis about that project, it is not appropriate to apply the usual institutional procedures when assessing a student's competency level. To judge a student's competency by tests, term papers and/or a specified minimal amount of classroom "seat time" runs counter to the applied nature of the program. However, viable alternatives to these traditional assessment techniques are provided by the project and thesis and by a final oral examination.

An initial assessment of the project is provided by a "concept statement." In this brief (1-2 page) statement the student identifies his project, indicates its importance to the physical education field, and outlines how he/she proposes to implement it. Both the student's instructor/advisor and his/her immediate school/agency supervisor(s) are required to approve the concept statement.

This initial step helps to ensure a project that (1) is substantial in an academic sense and (2) meets real needs.

The very act of successfully carrying out a professionally relevant project that takes many months of work is obviously a competency in itself. Progress in such a project is only possible when a student has mastered (i.e., has become competent in) appropriate antecedent steps. Thus, the actual doing of the project involves a series of built in competency checks.

The project's thesis provides another series of competency checks. The student is permitted to progress to the next stage of his/her program only after both his/her instructor/advisor and a second physical education faculty member approve the requisite chapter. Chapters One (Project Proposal), Three (Procedures and Findings), and Four (Analysis and Conclusions) allow the thesis readers to assess the student's grasp of a variety of research and evaluation procedures. Chapter Two of the thesis - the Review of Literature - enables the student's reading committee to determine his/her competency in the elective areas of learning, areas selected by the student because of their relationship to his/her project. For example, if a student is developing a new curriculum for his/her project, an expected elective area would be in Curriculum Design and Development. A thorough review of literature relevent to this knowledge area and its application to the project would be reported in Chapter Two. Chapter Two also includes separate sections dealing with the foundations of physical education and their relationship to project.

Once the student has completed his/her project and thesis, an oral examination is scheduled with the two thesis readers, a third college faculty member and one or two school/agency administrators to whom the student is responsible. The presence of the latter individuals allows the student to "show off" his project to "significant others" in his work and aids in demonstrating the worth of the degree program to those whose support of such a non-traditional approach to learning is quite important.

In the oral examination the student is first required to describe and rationalize his project to the examination committee. Second, because this degree program emphasizes not only knowledge gain but the application of this knowledge to the student's work setting, the committee must be satisfied that the student can clearly demonstrate his/her ability to apply conceptual and theoretical knowledge to his/her chosen practical professional problem. Third, the student's ability to produce a literate manuscript and to speak articulately about a familiar topic are formally assessed by the committee. Thus, the oral examination includes elements related both to the traditional oral examination and to the written comprehensive examination.

It is a challenging competency check for the student, but because it constantly relates to a project on which the student has spent many months of effort, it is also a fair one.

A SUMMARY OF PROGRAM PAYOFFS

This section includes a brief summary of the proposed program's payoffs for the student, for his school/agency and for the institution sponsoring the program. For the student, the model's integrated, "hands on" learning strategy should mean an increase in both the rate and retention of learning as compared to more traditional models. Furthermore, because the responsibility for learning and thus progressing through the program ultimately lies with the student, he/she should move far down the road to becoming an autonomous learner.

For the student's work place, an immediate benefit is of course its receipt of a specific product: the student's completed project. An even more important payoff, however, is the fact that the school or agency gains a professional who has acquired generalizable research and analytical skills that will enable him/her to generate many other worthwhile products that can meet institutional needs.

Finally, the potential benefits of the program on the sponsoring institution deserve mention. First, the program's instructional staff can improve their skills as educators. The simple expedient of leaving the familiarity of the "ivory tower" and stepping onto the students' "turf" to conduct program workshops can increase the instructor's sensitivity to the recurring needs and problems facing his/her students. Further, the applied nature of the students' projects can enhance an instructor's adeptness at making theoretical knowledge more relevant and useful to the

practitioner. Certainly the ability to skillfully interface the theoretical with the real is one factor by which teaching excellence is assessed.

A second program payoff for the institution concerns the potential consequences of the instructional staff's frequent contacts with school and agency professionals. First, simply increasing the scope of one's professional acquaintances can broaden one's horizons and thus make one more vital to his/her parent institution. Second, becoming known and respected as a professional in schools and agencies can (1) encourage further liaison between the school/agency and institution of higher education; and (2) stimulate others to take advantage of the meaningful services being provided by the institution.

PROGRAM OPERATION

STUDENT RECRUITMENT

1. Prepare a brochure describing the program and distribute it to school districts and agencies in the southeastern Massachusetts area.
2. Schedule a series of regional meetings which will be conducted by a program representative. The primary purpose of the meetings will be to further explain the program and to answer any questions posed by those in attendance. A secondary purpose will be to begin the admissions process for those who have committed themselves to enrolling in the program.

3. The program can begin when a minimum of eight students have been accepted for admission. This group will represent a "learning cluster." Learning clusters will consist of 8-14 students. Each learning cluster will be assigned an instructor/advisor who will remain with that cluster until all students have completed the program.

CURRICULUM

Initial learning experiences and weekly contact with the students will be achieved by a series of workshops. As previously indicated, a workshop can, and ususlly will, provide the student with a variety of learning experiences. Most, however, will include a specific cognitive component that will be transmitted to the students via a "minilecture." A proposed chronology of workshops is listed below. It is expected that the instructor/advisor would have the expertise to lead approximately half of the workshops (the research oriented workshops in particular). Other instructors would lead the remainder of the workshops with the instructor/advisor assisting.

SUGGESTED WORKSHOP SEQUENCE

1st Half	2nd Half
Choosing a Project	Foundations of Physical Education - Psychological (2)
Time Management	Chapter III: Procedures & Findings
Drafting a Proposal	Foundations of Physical Education - Sociological (2)
Research Design (3)	
Individual Advising	

Computerized Information	Descriptive and Inferential
Retrieval Systems	Statistics (3)
Evaluation Questions	Individual Advising
Review of Literature - Purpose	Computerized Data Coding
Structure, Procedures (2)	Computer Printout Interpretation
Individual Advising	Individual Advising (2)
Instrument Design/ Selection (2)	Reporting Data
Foundations of Physical	Individual Advising
Education -	Chapter IV: Analysis and Conclusions
Philosophical (2)	Individual Advising
Data Collection Methods	
Individual Advising	
Total Sessions = 18	Total Sessions = 17

A series of modules corresponding to the content of the workshops will be developed. The modules will serve both to reinforce workshop information and help facilitate self pacing among the students. (Slower students can review previously presented workshop information via the modules, and students who wish to move ahead of their cluster can do so by reviewing modules at a more rapid pace than their peers). In the short term, standard texts and/or library reserve materials may have to be substituted for these proposed modules.

ASSESSING STUDENT COMPETENCY

1. Concept statement. A one to two page overview of the student's project. The concept statement will be reviewed and approved by the instructor/advisor, a second physical education faculty member, and the student's school or agency.

2. Thesis proposal. The proposal will be reviewed and approved by the instructor/advisor and a second physical education faculty member.

3. Student contract. The student contract is developed prior to the writing of the Review of Literature (but not prior to having become familiar with literature relevant to the content of the Review and his/her project.) The main purpose of the contract is to outline the activities the student will accomplish to achieve competency in (1) the elective areas of learning that relate to the project topic, and (2) the foundations of physical education. Although reviewing and reporting on relevant literature will typically serve as the primary activity for gaining competence in these content areas, such activities as internships and participating in or attending conferences or seminars should not be ruled out. In the contract, the student should begin to indicate how his contract topical areas relate to his/her project. The contract will be reviewed and approved by the instructor/advisor, a physical education faculty member with expertise in the student's area(s) of emphasis (elective areas), and faculty members with expertise in the student's chosen foundations area.

4. Review of Literature. The Review of Literature will be reviewed by the instructor/advisor and a second physical education faculty member (the same individual who read the proposal).

5. Oral Examination. In the oral examination, the student will be expected to present an overview of his project and his/her research/evaluation findings as well as discuss his/her elective and foundations areas and how they relate to the project. The exam committee will consist of the instructor/advisor, two physical education faculty members (one of whom is the same person who read thesis chapters I & II), and the student's administrative head (e.g., building principal, agency department manager, etc.) The latter individual will participate in the oral but will not vote as to whether the student passed or failed his oral defense. All committee members will be expected to have reviewed the student's thesis draft prior to the oral.

REGISTRATION SEQUENCE

The program will consist of a total of twenty seven units. (Three or more units will be transferred into the program to make a total of a minimum of 30 units). The student may register for a maximum of twelve units during the summer and six units during any spring or fall semester. Units in the program will be distributed as follows:

*Research methods	3
*Instrument design/project evaluation	3
*Physical Education Foundations 2+2+2 = (Choose 3 of 4: Philosophical, Learning Theory, Exercise Science, Sociological)	6
*Elective areas (2) directly related to project topic 3+3 =	6
*Project	3
*Thesis	6
	27

A typical registration sequence might look like this:

1. SS I		2. SS II	
Research Methods	3	Thesis	3
		Elective	3
3. Fall		4. Spring	
Foundations	6	Design/Evaluation	3
		Elective	3
5. SS I			
Thesis	3		
Project	3		

GRADE POSTING

Because of the integrated and competency based nature of the program, grade posting does not occur at predetermined times. Instead, posting occurs when the student has successfully completed appropriate activities. How this will occur is outlined below.

Completion of Thesis Proposal

Post:	Research Methods	3
	Thesis	3

Completion of Review of Literature and Contract

Post:	Electives	6
	Foundations	6

Pass Oral

Post:	Design/Evaluation	3
	Project	3

Final Draft of Thesis Approved

Post:	Thesis	3

MONITORING STUDENT PROGRESS

Because of the self paced nature of the program, an instructor/advisor will find that students in his/her learning cluster will rapidly spread themselves out along various stages

of the program. In order to facilitate the instructor/advisor's task of monitoring these students, a form similar to the one outlined in the Appendix is proposed.

BUDGET

The budget below assumes a learning cluster of ten students.

Income	Expenses	
10 x $945 (27 units) = $9,450.00	20 DCE/Grad School Overhead =	1,890.00
	Instructor/advisor $200 per student x 10	2,000.00
	Proposal readers, 20 x 10	200.00
	Literature Review Readers 20 x 10	200.00
	Contract Readers	
	Foundations, 3 @ 15 ea.x10	450.00
	Elective - 20 x 10	200.00
	Oral Committee - 2 @ 25 ea.x10	500.00
	Workshops - 35 @ 75 ea.	2,625.00
	Statistics Consultant (based on 2 hrs/student)	400.00
	Student Recruitment	
	Flyers, mailing	50.00
	Presentations	75.00
	Class materials	100.00
	Other (Program Development, miscellaneous, etc.)	760.00
		9,450.00

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Massachusetts Department of Education. "Proposed: The Commonwealth Inservice Institute." Unpublished manuscript of the Ad Hoc Committee on Inservice Education to the Commissioner of Education, July 1977.

Penland, Patrick R. "Individual Self-Planned Learning in America." Report submitted to the U.S. Office of Education, Office of Libraries and Learning Resources, July 1977.

Footnotes

1. The four chapters consist of the following: Chapter I, Project Proposal; Chapter II, Review of Literature; Chapter III, Procedures and Findings; Chapter IV, Analysis and Conclusions.

2. The curriculum in this program is packaged into a series of learning modules. These modules have three outstanding features. First, they are designed specifically for the innovative program being described here: topics range from project conceptualization to hints on thesis style and format. Second, they are designed to be either taught by the instructor and/or studied by the student on his own time. Third, the prepackaged format eases the instructor's program planning burden, thus freeing him/her to spend more time in instructionally relevant tasks such as student-teacher classroom interaction and/or providing feedback concerning the student's written work.

THE INSTITUTE FOR PROFESSIONAL DEVELOPMENT

SCHEDULE OF ADVISOR RESPONSIBILITY

STUDENT'S NAME	FACULTY ADVISOR
ADDRESS	PROGRAM/CLUSTER
CITY / STATE / ZIP	UNIVERSITY OR COLLEGE
PROJECT/THESIS TITLE	HOME PHONE / BUSINESS PHONE / EMPLOYER / SOCIAL SECURITY NUMBER

1 REVIEW AND SIGN 'PROJECT/THESIS CONCEPT' FORM AND RETURN TO THE INSTITUTE FOR APPROVAL

SIGNATURE | DATE

2 CRITIQUE CHAPTER I

SIGNATURE | DATE

▷ Complete 'Advisement Session on Project/Theses Proposal' form and distribute copies appropriately.

3 READ AND APPROVE CHAPTER I

SIGNATURE | DATE

▷ Detach copy 3 of this form and have student submit it along with 3 copies of Chapter I to the Institute.

DATE OF UNIVERSITY/COLLEGE APPROVAL | DATE OF INSTITUTE APPROVAL

4 ASSIGN GRADES

COURSE 1 | COURSE 2 | COURSE 3 | COURSE 4

SIGNATURE | DATE

▷ Detach and submit copy 4 of this form to the Institute.

INSTITUTE AUTHORIZATION TO POST GRADES | DATE

5 CRITIQUE CHAPTER II

SIGNATURE | DATE

▷ Complete 'Advisement Session on Review of Literature' form and distribute copies appropriately.

6 READ AND APPROVE CHAPTER II

SIGNATURE | DATE

▷ Detach copy 6 of this form and have student submit it along with 3 copies of Chapter II to the Institute.

DATE OF UNIVERSITY/COLLEGE APPROVAL | DATE OF INSTITUTE APPROVAL

7 READ AND APPROVE STUDENT CONTRACT AND ASSIGN GRADES

COURSE 1 | COURSE 2 | COURSE 3 | COURSE 4

SIGNATURE | DATE

▷ Detach and submit copy 7 of this form along with a copy of the student contract to the Institute.

INSTITUTE AUTHORIZATION TO POST GRADES | DATE

8 READ AND CRITIQUE CHAPTERS III AND IV

SIGNATURE | DATE

▷ Complete 'Advisement Session on Chapters III and IV' form and distribute copies appropriately.

9 APPROVE CHAPTERS III AND IV AND APPLICATION FOR ORAL EXAM

SIGNATURE | DATE

▷ Approve completed 'Application for Oral Exam' form and have student submit it along with 2 copies of complete Thesis to the Institute. Retain one copy of Thesis for Oral Exam.

INSTITUTE AUTHORIZATION | DATE

10 DISPOSITION OF ORAL EXAM

DATE OF EXAM | TIME | LOCATION

PASS | PASS WITH QUALIFICATION | REPEAT

▷ Complete 'Oral Examination Disposition' form and distribute copies appropriately.

SIGNATURE | DATE

11 ASSIGN FINAL GRADES (AFTER ANY MANDATED CHANGES TO THESIS HAVE BEEN COMPLETED AND APPROVED)

COURSE 1 | COURSE 2 | COURSE 3 | COURSE 4

SIGNATURE | DATE

▷ Detach and submit copy 11 of the form to the Institute.

INSTITUTE AUTHORIZATION TO POST GRADES | DATE